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ABSTRACT

Two Elementary and Secondary Education Act (ESEA) Title I project components for the Maui District, Hawaii are evaluated in this report. These are the reading resource rooms and the preschools. This report makes the following recommendations: follow-through instructional services should be carried into the target pupils' regular classrooms; a hierarchy of reading skills objectives with accompanying criterion- referenced tests as an alternative achievement, diagnostic and placement test instrument should be developed; teachers should scrutinize instructional materials before purchases are made; the concerns of Title I programs should be effectively communicated to all personnel and faculty. (Author/AM)

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1974-75 EVALUATION OF PROJECT COMPONENTS

ELEMENTARY & SECONDARY EDUCATION ACT

TITLE I - MAUI DISTRICT

Principals and Instructors
Participating Schools, Maui District
(refer to Appendix A)

Compensatory Education Section
DEPARTMENT OF EDUCATION
STATE OF HAWAII
Superintendent - Teichiro Hirata

MAUI DISTRICT
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ESEA Title I District Coordinator - Masami Fukuoka

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PREFACE

Evaluation of the Elementary and Secondary Education Act (ESEA) Title I programs of Maui District, 1974-75, was provided by the Social Welfare Development and Research Center (SWDRC), of the University of Hawaii, Manoa Campus. This report was prepared and submitted in accordance with the Memorandum of Agreement between the State of Hawaii Department of Education and the SWDRC. A progress of Title I programs, presented at mid-year preceded this final Evaluation of Project Components. This is the fourth annual report prepared by the SWDRC. For more complete descriptions of previous ESEA Title I efforts in Maui District, DOE, the reader is directed to SWDRC Reports #101, #117 and #133.

The purpose of this report is not to make blanket judgments of any program, but to ascertain what causal relationships may exist between the pupils' educational success and their classroom environment. While the report presents an appraisal of data from throughout Maui District, the intent is not to compare and contrast one program with another. Such comparative analysis would be both impractical and unwarranted, for each program functioned within its unique geographical area and served its own specially selected pupils. The objective is not to uncover the projects' past mistakes, but to help Title I educators gain from the lessons of hindsight an ability to foresee new approaches and apply these with a broader understanding.

This report is presented to indicate the progress which has been achieved and the potential for future program development that lies ahead. Evaluation of Project Components was written to identify the extent of educational achievement which occurred, and to specify what influences upon the children encouraged the learning behavior to arise. As this knowledge develops, more effective and beneficial approaches to education become possible.

It is apparent that the personnel of Maui school district have made a dedicated effort to advance the development and quality of educational services offered to Title I children. The sincerity of these professional educators, their concern for the basic educational needs of pupils, and their willingness to work with new and innovative approaches for the benefit of the children they serve are all commendable.

The personal integrity and concern for program development which Maui District personnel have shown are reflected in the fact that a third party evaluation of Title I projects was requested. This is a sound and justified decision which indicates objective insight and consideration for future program implementation.

We were very impressed throughout this past academic year with the evident dedication, motivation, and sincerity shown by Title I personnel in the 9 ESEA Title I schools of Maui District. Cooperation and active support of evaluation procedures were offered to the SWDRC from each school's Title I personnel.

This report was initially drafted by David C. Swanson, SWDRC Evaluation Specialist, under the supervision and direction of Robert T. Omura, Assistant Director and principal program consultant to the Title I schools. We believe that by the immediate implementation of the recommendations found in this report more effective and successful programs will continue to be developed throughout Maui District.

Jack T. Nagoshi, Director
Social Welfare Development
and Research Center
University of Hawaii, Manoa Campus

EVALUATION

As all ESEA Title I programs are funded by the federal government, they must satisfy its criterion of evaluation. This assessment process consists of examining the needs of students and teachers, observing classroom activities, gathering data, and recommending more efficient alternatives. The purpose of evaluation is not to prove, but to help improve. The evaluation procedure requires measurement of academic gains and those characteristics frequently associated with academic gains. Through accurate measurement the observations and assessments become more significant and the recommendations more viable.

Statistical data gathered for evaluation isn't used as proof, but as a reliable indicator of the extent and direction of program success. Such measurement is used to suggest more effective approaches to greater program implementation. When achievement occurs in the classroom, it can be measured and associated with the classroom environment which influenced pupil behavior and produced achievement.

To determine reliable data it must be empirical, objective, quantitative, and behavioral. Evaluation must not be based upon opinion, bias, or subjectivity, for the recommendations arising from them would be of limited value. Data must be systematically gathered, carefully examined, and interpreted in light of the year's ongoing activity within the classrooms. From this research arises the basis of evaluation, and through evaluation, new knowledge is gained. With this increased understanding new techniques and approaches are recommended, alternative procedures and materials are suggested, and innovative methodology is introduced.

MAUI DISTRICT PROGRAMS

The 1974-75 ESEA Title I programs of Maui District consisted of two types. These were:

Project	Programs	NUMBERS OF Personnel	Pupils
1) Reading Resource Rooms	7	9	247
2) Preschools	2	4	42
Total:	9	13	289

The SWDRC initiated evaluation services to the 9 Maui District ESEA Title I projects at the beginning of the 1974-75 academic year. In addition to frequent visitations, observations, and discussions with the Title I staff, the third party evaluation consultants implemented several procedures for collecting statistical data. Fundamental to the Reading Resource Rooms was administration of the PEABODY INDIVIDUAL ACHIEVEMENT TEST. Also used by the 7 reading projects was a pre-post ESTIMATE OF PUPIL BEHAVIOR administered by the project teacher and regular classroom teachers of Title I schools. The number and kinds of contacts made between the project teachers and parents was also recorded. Data from the two preschools was gathered from the pre- and post-testing, using the TEST OF EXPRESSIVE LANGUAGE and the PRESCHOOL CHECKLIST FOR BASIC SKILLS.

The observations and recommendations made in this report are provided to promote the development of more effective programs in the coming years. The long-range development of efficient and effective remedial programs was the aim of the evaluation services provided to these Maui District Title I programs.

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*Dunn, Lloyd M., & Markwardt, Frederick C. Jr., Peabody Individual Achievement Test, American Guidance Service, Inc., Circle Pines, Minnesota, 55014, 1970.

ESEA Title I Project Components

READING RESOURCE ROOMS

Maui District supported 7 ESEA Title I Reading Resource Rooms during the 1974-75 academic year. While these projects were located throughout the islands of Maui District, their goals and objectives were similar: to effectively instruct underachieving pupils in the areas of language arts and reading improvement. The major objective was to instruct and motivate the pupils so that their learning rate would be greater than .1 per month in reading recognition and reading comprehension.

With pupils selected for the programs first by their low test scores on standardized reading tests and secondly by teacher referral, each project was designed to offer pupils supplemental help which they could not receive from their regularly scheduled classes. Special instructional materials and teaching devices were available to each program, and one utlized the services of an educational assistant. All projects, to varying degrees, developed an organized and generally efficient use of classroom space. Motivational techniques, such as positive reinforcement - tangible and social - and free time activities, were used in the classroom management of all projects. In a few cases, however, this approach was only touched upon, while in other classrooms the motivating factor was a well developed and integral part of the pupils' daily activities.

PRESCHOOLS

Two preschool programs were conducted in Maui District during the past academic year. One program was in Hana, and the other at Lanai City, with each designed to serve approximately twenty preschoolers. The parents of these children all requested that their children be allowed to participate in the

program. Both preschool projects were organized and designed around the concept of providing these children with the opportunity to gain the necessary social and academic abilities required in kindergarten and the early elementary grades. Such abilities as socio-emotional, psychomotor, cognitive, and language development were the focus for these preschool projects.

DATA ANALYSIS

The Peabody Individual Achievement Test (PIAT) was administered to each Title I pupil as a pre- and post-test measure of their achievement. The changes between these two sets of scores presents an overview of the scholastic attainment of the pupils. This test provides a wide-range measure of achievement in the areas of mathematics, reading, spelling, and general information.

All test data from the PIAT are presented in average monthly gains in grade equivalent scores. The primary objective of the 7 Reading Resource Room projects was for the pupils to achieve an average grade equivalent score greater than .1 per month in reading recognition and reading comprehension. Achieving less than .1 per month would suggest that the pupils were falling further behind their peers, and a .1 per month rate of achievement would indicate they were falling no further behind than where they were at the beginning of the academic year. A fifth grader's grade equivalent scores of 3.7 in September and 4.7 in May would imply that, after a year's work, he is still over one year behind the typical pupil in his actual grade placement. For remediation to be successful the academic gains must be greater than those made by other pupils.

Another way of understanding the average monthly gains in reference to the .1+ per month objective is to view the data as month-per-month gain. A project's pupils who achieved a .13 average monthly gain in effect achieved one and three-tenths months for each month of the academic year, thus gaining .03 per month in addition to the .1 per month required of the grade level as a whole. In this case, the Title I project whose average monthly gain was .13 attained an achievement rate of one year in maintaining the pupils ability commensurate with that of other pupils in his grade, and three-tenths of a year in remediation. At the end of the year the pupils were, on an average, three-tenths of a grade level closer to funtioning "on average". This theoretical group of pupils, therefore, were not only keeping up with other pupils but decreasing the gap between their academic ability and that of other pupils.

While grade equivalent scores are relatively easy to understand, they should not be accepted as proof or absolute fact. Testing error by the test administrator may result in scores which are neither accurate nor reasonable. The standard error of measurement (reliability) and standard error of estimate (validity) of the test may also contribute to scores which are not perfect representations of true achievement. All derived scores, like these grade equivalent scores, are approximations of the true score. When an individual attains a 2.3 grade equivalent score it is not proof that he is functioning at exactly that level. Such test scores are used in this report to suggest trends and patterns of progress which may occur within the instructional approach implemented by the various Title I programs.

These PIAT scores, like all achievement test scores, represent the ceiling achievement --- the pupils' upper limit of ability. An independent functioning level may be within a range of half a year to one full year below the given score. It is for this reason that such grade equivalent scores should not be used for diagnosis or prescription of individual instruction.

Table 1 presents the pupils' average posttest scores on the five PIAT subtests. All posttest data from these 7 Reading Resource Room projects were determined from the May 1975, administration of this individualized achievement test. Also provided in the first table are the number of pupils who were actively involved in each project for at least five months prior to posttesting.

Table 2 provides the information on which the programs' specific objective of "achieving greater than .1 per month in reading" can be measured. Such grade equivalent score statistics, however, must be accepted with caution, with scores of less than .1 <u>not</u> confirming that a program was less effective than others with scores somewhat higher. As these scores of grade equivalency are based upon the number of months in the school year, they are determined from the

pre- and post-test scores and the number of months between such test administration. Those programs which included more pupils who had been in Title I the previous year and used the pupils' earlier posttest scores as the pretest standard, thus increasing the number of months between pre- and post-testing, generally resulted in lower new average gains.

This statistical aspect to evaluation, however, only reduces the possibility of comparing one Title I project with another --- something which is not reasonable in the first place. Each project was independent of all others, each was unique to its own community and served its own pupils of differing ability and grade level. For this reason alone, evaluation is not based on comparability. Of the 7 Reading Resource Rooms, and two reading subtests, the objective of achieving .1+ was met and surpassed by 64% of the programs.

The number of Title I pupils is shown in Table 3. Statistics indicate pupils by grade level, and the percentage distribution of pupils by grade level, throughout Maui District. With 247 pupils in the 7 Reading Resource Rooms, the typical project enrolled approximately 3 pupils.* The typical pupil was in the seventh month of his third year in school.

Table 4 presents the average monthly gain in grade equivalent scores from PIAT reading subtests by grade level. The data is similar to that of Table 2, except these scores reflect only the two reading subtests (combined, then averaged). The District Averages, which are weighted by the number of pupils per grade level per project, show that academic achievement was relatively dispersed throughout the five major grade levels of two through six. That the pupils in the second grade achieved a learning rate greater than other grade levels was primarily due to the influence of the successful Wailuku Elementary program, which served more than 50% of all the second graders.

*The Kilohana project consisted of two classroom programs.

Table 5 indicates, in rank order, the gain in months of lessening underachievement in reading. The typical pupil in the Kaunakakai project was achieving (could function) at a grade level 25 months lower than his regular classroom peers of the same grade placement in September. With the number of months during the program (not between pre- and post-testing) considered, these same pupils were only 18 months behind their peers in May. In the eight month period they gained 15 months, achieving a net gain of 7 months in reading achievement. Similarly, the Kilohana project achieved nine months during the eight month program, which for pupils previously underachieving is also a significant gain.

Table 6 examines the average gains per month on the reading subtests of the pupils repeating Title I programs and of those pupils new to Title I during the 1974-75 academic year. Twenty-eight percent of the 1974-75 academic year's pupils were also enrolled in Title I during the previous year. The data confirm the reason for these pupils being once again selected as Title I participants, i.e., their greater need for supplemental educational services. Although involved with the respective Reading Resource Room project for two consecutive years, the "repeaters" (those selected due to previous lack of sufficient achievement) continued to learn, during the second year, at a rate slower than the pupils new to such programs. One such explanation to this situation was identified in a previous research effort conducted by the SWDRC (SWDRC Reports #100, 1972; and #121, 1973) when it was determined that underachieving pupils tended to learn at a greater rate when first exposed to remedial instruction than during the second year or period of instruction. ". . . students at ----School have been out of regular school for a while (or not actively learning, as is the case with many non-achieving remedial reading pupils) and thus re-learn the once familiar material after initial entrance (to remedial instruction). This would account for their dramatic . . . gains in the first month or two (or first year) and

much slower progress after (that) . . . when they are more likely to be exposed to new material . . . (or new reading skills).

Table 7 lists the pre-post improvement in behavior ratings provided by the pupils' teachers. In all cases except the Haiku & Kihei programs, Title I teachers responded more affirmatively to their pupils during the post behavior estimate than they did during the estimate made in September. The positive attitude by the project teachers is also reflected in the last three columns of Table 7, where the difference (disparity) between the Title I teachers and the pupils' regular classroom teachers is shown. In most cases the difference of opinion was greater at the end of the year than it was at the beginning of the school year. As the Title I teachers specialized in individualized instruction, behavioral management, individual diagnosis and prescription, and extensive parental involvement, their more affirmative attitude toward the pupils was demonstrated by this rating.

The pre-post increase of teacher-parent contact is shown in Table 8. The last two columns indicate the increased contact by the parents to the teachers, while the first six refer to the increased contact made to the pupil's home by the Title I teachers. All statistics, except those in parenthesis, are the percent of increase. Numbers in parenthesis indicate the actual number, plus or minus, of contacts, as such contacts were zero ("0") for either pre- or post-data and percentages could not be determined. While the percent of contacts by parents to teachers increased by 96%, this District average was greatly influenced by the data provided by the Wailuku Title I program.

Table 9 presents the pre- and post-test results, and their differences, from the TEST OF EXPRESSIVE LANGUAGE which was administered to the pupils of the District's two preschool projects. Similar pre-post data from the PRESCHOOL

CHECKLIST FOR BASIC SKILLS is shown in Table 10. All statistics refer to the percent of correct responses per skill category, with the total score for each project being weighted by the number of items per category.

Table 1

Pupils' Average Posttest Scores on PIAT Subtests

School	Math	R. Rec.	R. Comp.	Spell.	Gen. Info.	Total Score
Haiku	4.6	5.2	4.3	4.3	5.7	4.7
Kaunakakai	4.1	4.0	3.6	3.8	3.7	3.7
Kihei	4.0	3.8	3.6	3.1	3.4	3.4
Kilohana	4.0	3.6	3.1	3.1	3.0	3.2
Paia	1.8	2.3	2.5	2.3	1.5	2.0
Waihee	3.4	3.5	3.4	3.2	3.0	3.2
Wailuku	2.3	2.9	2.8	2.8	2.1	2.5
District Average	3.4	3.5	3.2	3.2	3.1	3.1

READING RESOURCE ROOM PROJECTS

Table 2

Pupils' Average Gain Per Month on PIAT Subtests

School	Math	R. Rec.	R. Comp.	Spell.	Gen. Info.	Total Score
Haiku	.04	.15	.07	.04	.10	.08
Kaunakakai	.10	.19	.10	.15	.14	.13
Kihei	.07	.13	.13	.07	.03	.08
Kilohana	.09	.15	.08	.08	.06	.09
Paia	.07	.09	.10	.09	.07	.08
Waihee	.08	.12	.14	.09	.11	.11
Wailuku	.09	.15	.20	.13	.12	.12
District Average	.08	.13	.12	.09	.09	.09

READING RESOURCE ROOM PROJECTS

Table 3

Distribution of Title I Pupils by Grade Level

School	GRADE LEVELS								
	1	2	3	4	5	6	7	8	Total
Haiku				1	7	7	5	8	28
Kaunakakai				10	9	5			24
Kihei		3	5	9	5	3			25
Kilohana	6	11	15	3	16	6			57
Paia	5	14	10						29
Waihee			7	7	9	7			30
Wailuku Elem.		31	23						54
Total	11	59	60	30	46	28	5	8	247
% of Distribution	5%	24%	24%	12%	19%	11%	2%	3%	100%

READING RESOURCE ROOM PROJECTS

Table 4

Average Monthly Gain In Grade Equivalent Scores from PIAT READING Subtests, by Grade Level

School	GRADE LEVELS							
	1	2	3	4	5	6	7	8
Haiku				.07	.09	.06	.09	.17
Kaunakakai				.17	.12	.15		
Kihei		.27	.16	.15	.10	.10		
Kilohana	.03	.05	.08	.09	.13	.18		
Paia	.10	.09	.14					
Waihee			.13	.12	.10	.14		
Wailuku Elem.		.23	.16					
District Average	.06	.17	.13	.14	.11	.12	.09	.17

READING RESOURCE ROOM PROJECTS

Table 5

Average Number Months of READING Underachievement

School	Sept. 15	May 15	Gain (Remediation)
Kaunakakai	25	18	7
Wailuku Elem.	10	3	7
Haiku	29	25	4
Kihei	16	12	4
Waihee	22	18	4
District Average	16	12	4
Paia	7	5	2
Kilohana	10	9	1

Table 6

Comparison of Average Gain Per Month on READING Subtests by Pupils Repeating Title I Programs and New Pupils

School	N	Repeaters	N	New Pupils	Difference
Haiku	15	.08	13	.16	+.08
Kaunakakai	6	.17	18	.14	-.03
Kihei	7	.07	18	.18	+.11
Kilohana	14	.10	43	.09	-.01
Paia	10	.08	19	.12	+.04
Waihee	13	.07	17	.16	+.09
Wailuku	5	.03	49	.23	+.20
District	70	.09	177	.15	+.06

READING RESOURCE ROOM PROJECTS

Table 7

Estimate of Pupil Behavior

School	Pre-Post Increase in Behavior Rating				Homeroom and Project Teacher Disparity		
	1	2	3	Average	Pre-Disparity	Post-Disparity	Difference
Haiku	0	-.2	-.2	-.1	1.2	.7	.5
Kaunakakai	.4	.6	.5	.5	.5	.5	0
Kihei	-.6	-1.0	-.9	-.8	1.7	1.1	.6
Kilohana	.6	.7	.4	.6	0	.5	-.5
Paia	1.1	.9	.9	1.0	.3	.5	-.2
Waihee	1.1	1.2	1.1	1.1	.7	.2	.5
Wailuku Elem.	1.8	1.2	1.2	1.4	.3	.8	-.5
District Average	.6	.5	.4	.5	.7	.6	.1

Table 8

Rate of Increase in Teacher Parent Contact*

SCHOOL	Home Contact	School	Telephone	Memos	Other	Total	# of Parents	# of Contacts
Haiku	0	+800%	(-1)	-57%	0	-46%	-25%	+17%
Kaunakakai	0	(-13)	(-2)	-15%	+96%	-05%	+25%	+80%
Kihei	0	-56%	(-3)	-69%	-67%	-68%	+38%	+136%
Kilohana	(-1)	+146%	+700%	+400%	(-2)	+259%	+40%	0
Paia	0	(-1)	0	+19%	0	+19%	0	+27%
Waihee	-50%	-33%	(+1)	+14%	-58%	+09	-33%	-53%
Wailuku	+100%	+286%	+133%	-19%	0	+07	+733%	+16,667%
District Ave.	-33%	+87%	+60%	0	+19%	+07	+36%	+96%
District %	0	11%	1%	83%	5%			

* Figures in parenthesis represent actual increases in number of contacts, not percent.

PRESCHOOL PROJECTS

Table 9

Pre-Post Test Results from Test of Expressive Language

(MAUI)

School	N	Ave. Age (Mos)	Norm Score			Ave Score Per Pupil			Percent Correct		
			Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.
Lanai	18	59.3	90	114	+24	20.2	52.4	32.2	26.9	69.9	43
Hana	24	58.3	100	115	+15	29.1	51.5	22.4	38.8	68.7	29.9

Table 10

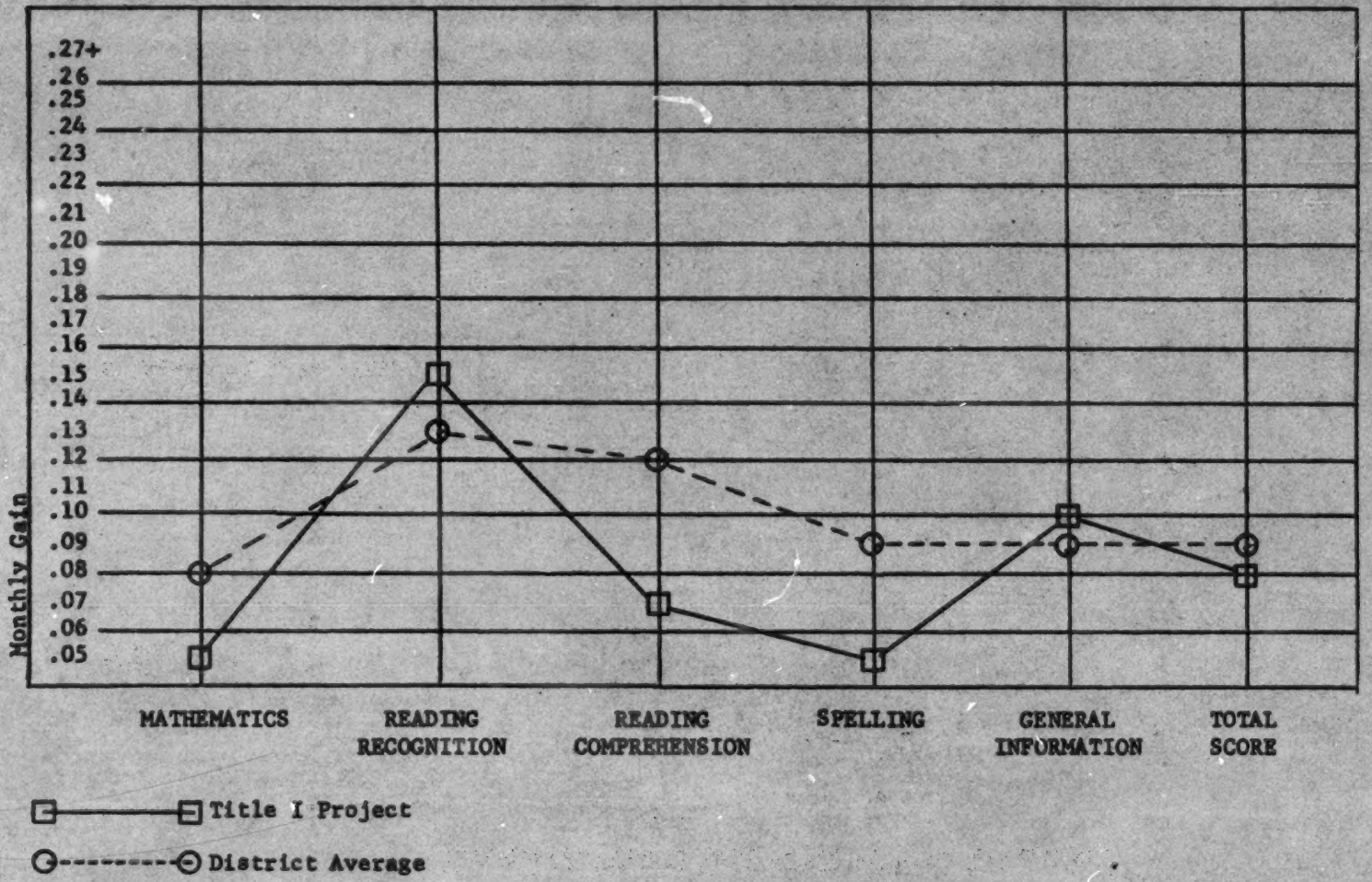
Pre and Post Test Results from Preschool Checklist for Basic Skills

Item	LANAI			HANA		
	Pre	Post	Diff.	Pre	Post	Diff.
Colors Identified	44	98	54	48	100	52
Colors Named	43	94	51	49	86	37
Numbers Identified	38	81	43	5	98	93
Numbers Named	38	81	43	4	88	84
Shapes	30	98	68	17	86	69
Locomotive Skills	48	89	41	64	94	30
Other Skills	49	86	37	46	97	51
Alphabet:						
Upper Identified	41	88	47	9	100	91
Upper Named	44	85	41	7	69	62
Lower Identified	31	88	57	5	100	95
Lower Named	28	82	54	5	59	54
Following Directions	53	75	22	53	96	43
Total	39	86	47	20	91	71

HAIKU SCHOOL

Comparison of Average Monthly Gain on PIAT Subtests between Title I Project and District Average

N= 28



READING RESOURCE ROOMS

HAIKU

The ESEA Title I Reading Resource Room at Haiku School served 28 pupils from grade levels four through eight. Only one pupil, however, was from the fourth grade, while eight were in the eighth grade. The classroom was small and inconveniently located in the back of an adjoining room. The tables, chairs, and instructional materials were relatively well arranged, although their close proximity to one another may have been distracting to the pupils.

In addition to the instructional materials of SRA, Conquests in Reading, a tape recorder and Language Master were frequently used by the pupils. The pupil's completion of daily academic tasks earned him points through which he could purchase items of his choice, or free time game activity. Specific contracting for the pupils' social and academic behavior performance was not, however, systematically applied. A peer tutoring approach within the classroom would also have helped to increase pupil achievement. Follow up activity by the project teacher into the pupils' regular classrooms was very good and established an ongoing channel of communication between the Title I program and the childrens' other teachers.

Although the majority of parents responding to the parental involvement questionnaire indicated an interest in and knowledge of the Title I program, only 17% of the parents completed the questionnaire. These parents also expressed a desire to know more about the school's homework policy and how they might help the children with homework.

The pre- and post-test data from the PIAT show a gain in reading recognition which is above the District average yet a reading comprehension gain considerably less than its District average. (Sig. .0005, $t = 7.54$, $df = 27$.) The objective

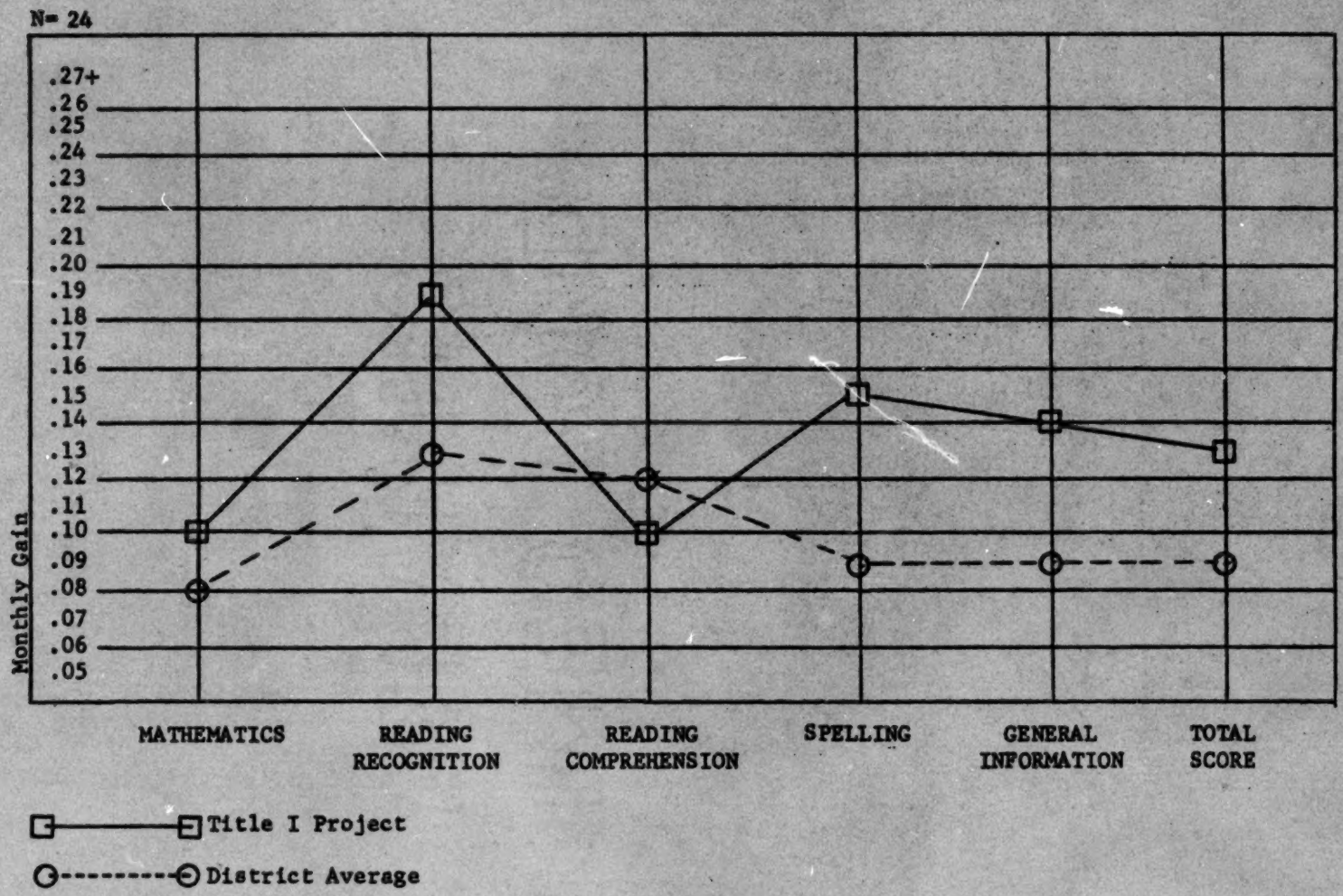
criterion of achieving more than .1 per month was met on the former subtest but not on the latter. The high gains in reading recognition were exclusively provided by the eighth grade pupils, the grade level which also contained the most Title I pupils.

During the eight-month long reading project the pupils achieved 12 months of academic growth, and were four months less behind in reading by the end of the school year. This was also the only Reading Resource Room project in Maui District that had more pupils repeating the program than were new to Title I during the 1974-75 academic year. This was a contributing reason why the overall achievement made by the average pupil was much higher in reading recognition than reading comprehension. Pupils repeating the program attained .08 gain per month, while the new pupils achieved a monthly gain at twice that rate.

The pre-post increase in behavior rating of the Title I Haiku School pupils actually decreased. Both social and academic behavior was judged not to have improved, but worsen. Statistical data indicate, however, that this effect was due to the fact that it was not the project teacher, but her subsitute, who completed the post-date behavior rating. No reliable evaluation can therefore be drawn from this information. Due to this same reason (project teacher's maternity leave), the amount of teacher-to-parent contact decreased during the second half of the school year. The number of parents making similar contact with the teacher also decreased, while the number of actual contacts continued to increase throughout the entire year.

KAUNAKAKAI ELEMENTARY SCHOOL

Comparison of Average Monthly Gain on PIAT Subtests between Title I Project and District Average



KAUNAKAKAI

Kaunakakai School's Title I Reading Resource Room involved 24 pupils from the fourth, fifth, and sixth grades. The program was located in a large and comfortable room which was fully carpeted, well organized, and efficiently arranged. The size and pleasant classroom environment of the Title I room provided a superior atmosphere that was highly conducive for pupil learning. Noise and distraction were minimized, while effective peer tutoring and self-directed activities were efficiently organized.

Instructional materials were adequate within this reading program, and immediate feedback of academic progress was given to both pupils and their their other teachers. The project teacher met with her pupils' regular classroom teachers at least one hour each week. A system of contingency contracting, however, was not implemented, and behavioral reinforcement relied solely upon affirmative praise and frequent encouragement by the teacher.

Approximately 40% of the parents completed the questionnaire regarding the extent of their personal involvement with the Title I program. The majority of responses stated that the parents were interested in learning more about the program, and that they felt very welcome when they had visited it. Parents were interested in knowing more about the school's problems, homework policy, and how they could best help their children at home.

The pre-post PIAT data from this Reading Resource Room at Kaunakakai School show that these pupils' gain in reading recognition was highest in the District, while their reading comprehension achievement was at norm level of .10 per month. (sig. .0005, $t = 11.17$, $df = 22$.) The 24 pupils attained similar academic gains on all other subtests of the PIAT test. Achievement per grade level was greatest in the fourth grade, the grade level which also contained the most pupils.

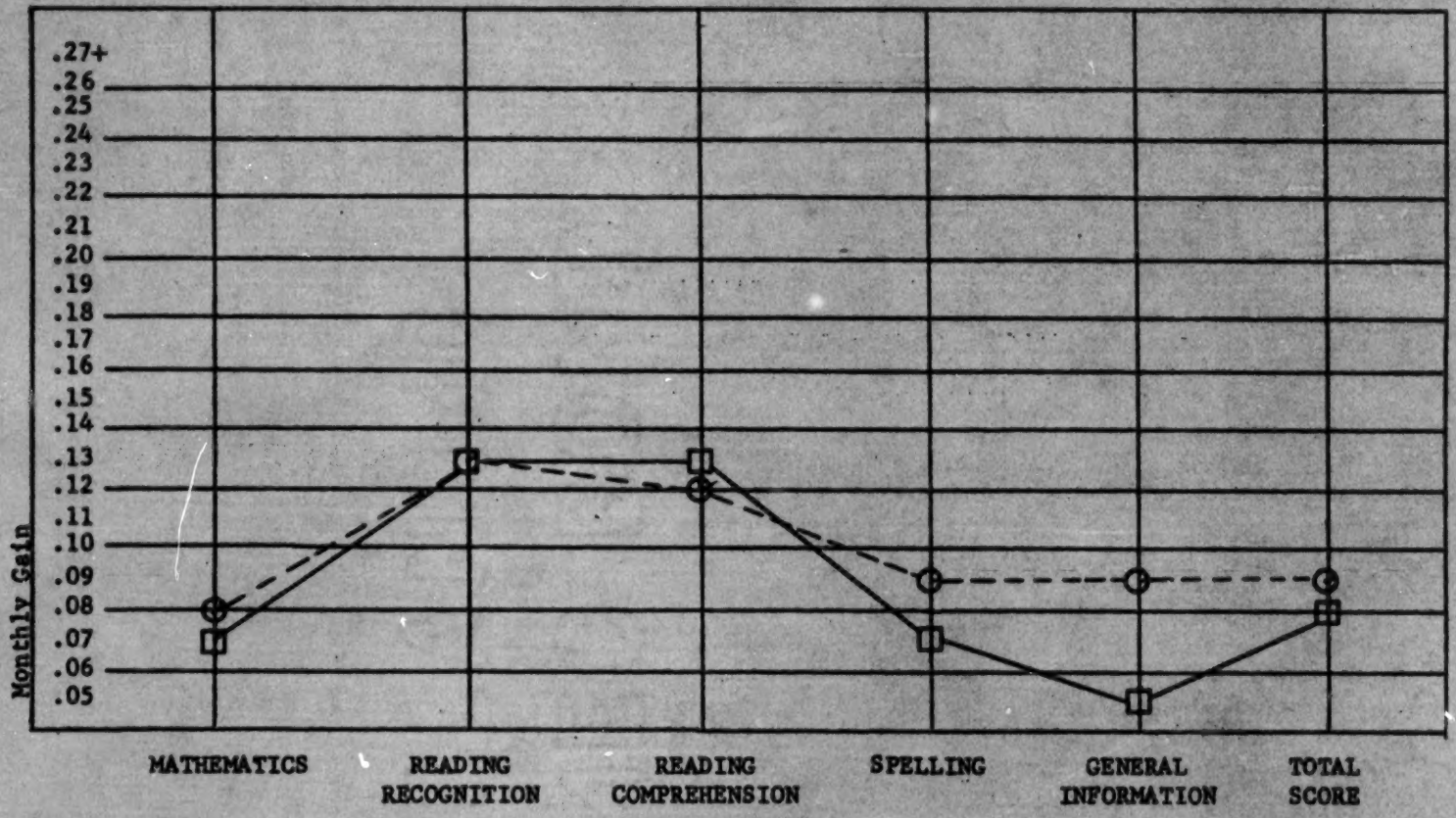
The success of this reading program was also shown by the data which indicate a 15 month academic achievement in reading during the eight months of program intervention. By year's end the pupils were seven months less behind their grade level peers. It was also unusual, though not significant, that the one-fourth of the pupils in the program who were repeating the project from the previous year achieved slightly more than did the new pupils. This was not common to the district, though may be due to the fact that relatively few pupils were repeating the Title I program.

The project teacher of the Kauanakakai Reading Resource Room estimated her pupils' behaviors to have improved at a level nearly identical to the District average. While their behavior improved, the difference of opinion between the Title I teacher and other teachers regarding the extent of such improvement remained constant. The frequency of contact to the parents which was initiated by the project teacher decreased slightly during the school year, yet the percent of parents contacting the teacher (and the number of times they do so) increased at a considerable rate. This was due to their personal interest in the reading program, as witnessed by their responses on the completed questionnaires.

KIHEI SCHOOL

Comparison of Average Monthly Gain on PIAT Subtests between Title I Project and District Average

N= 25



KIHEI

The Title I Reading Resource Room at Kihei School worked with 25 pupils in grade levels two through six, with the typical pupil being in the fourth grade. The classroom was sufficiently large and newly painted for the 1974-75 school year, yet excessive noise from nearby road construction was very distracting. Student desks were located in the middle of the room while books and instructional materials were along one wall.

After using the Silvaroli diagnostic test the project teacher prescribed individualized instruction to the pupils. In addition to reviewing sounds and daily written work, progress checks were frequently made of the pupils' progress. Reading instruction activities primarily involved the use of Open Court as the key material. There was little evidence of an overt motivational system within the classroom. Points could be earned, however, by reading extra library books, completing homework, and perfect attendance. When the daily work was done the children were permitted to use their free time in play activity. A trip to Honolulu in the spring semester highlighted the activities for these children.

Parent involvement questionnaires were completed by approximately 30% of the parents. These questionnaires indicated a positive attitude toward the program by the parents, and knowledge of the Title I project and what the teacher was doing. Most parents responded with well informed answers and stated that the teacher was helpful to them. They were also most interested in learning what more they could do to help their child's reading instruction at home.

Results from the pre-post administration of the PIAT test show the pupils of this reading program to have improved most in reading. (sig. .0005, $t = 9.28$, $df = 24$.) Achievement on both reading subtests was .13 gain per month, which was greater than for any other subtest. This average monthly gain was also

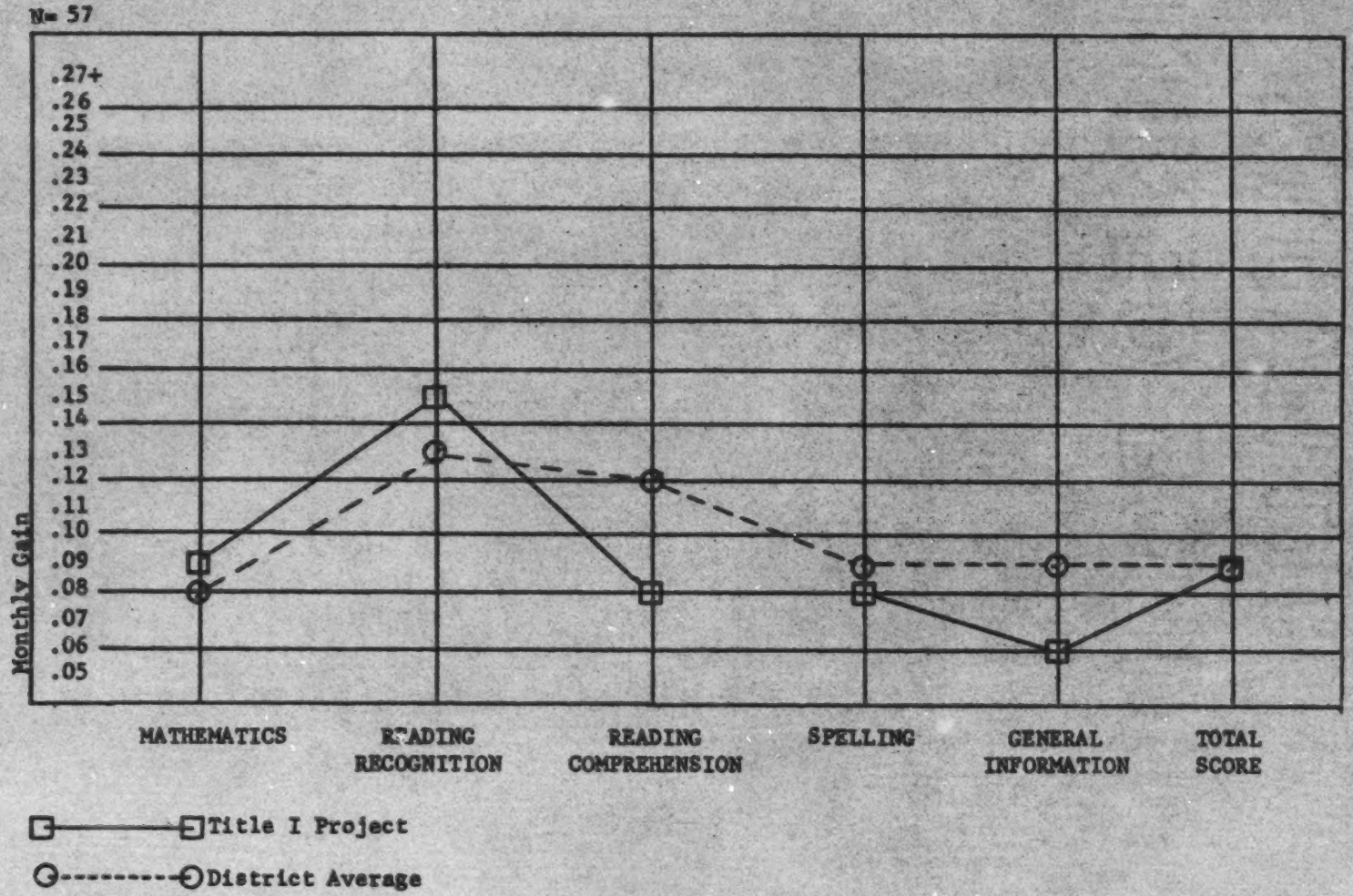
the District average. The rate of learning per grade level by these 25 pupils tended to decrease with each succeeding grade. Second graders attained the most achievement, while the fifth and sixth graders the least. For the project, however, the objective of achieving more than .1 per month in reading was met.

During the eight months of program intervention the pupils typically gained 12 months of reading achievement. By the end of the school year they were four months less behind their regular classroom peers in reading ability. Like most Title I programs, approximately 30% of the pupils were repeating the program and they achieved a learning rate which was less than that of new pupils.

The pre-post estimate of pupil behavior by the project teacher indicated that their social and classroom behavior did not improve, but became worse throughout the year. These statistics, however, are misleading, since the pre-estimate of their behavior was unusually high (four times as great as the District average) and the post-estimate may have been a more realistic assessment. Their differences produced the apparent negative effect, which should be viewed with caution. While contact initiated by the teacher to the parents decreased in frequency from first to second semester, the contact from the parents increased substantially during the year. Their involvement was also shown by the responses given to the parent questionnaire.

KILOHANA ELEMENTARY SCHOOL

Comparison of Average Monthly Gain on PIAT Subtests between Title I Project and District Average



KILOHANA

The ESEA Title I Reading Resource Room project at Kilohana School consisted of 57 pupils from grade levels one through six. The program involved two resource rooms and two project teachers, each with approximately 30 pupils, one serving primary grades, and the other, middle-upper grades. Both classrooms were sufficiently large and comfortable, with tables and chairs conveniently located and instructional materials readily accessible.

The teaching strategies most emphasized were one to one work and independent/self-directed activities. The classroom with the three higher grade levels (grades four, five, and six) utilized Webster Skill Cards, SRA, Barnell Loft, and Specific Skills Series. Pupils in grades one, two, and three used the Open Court materials primarily. The older pupils benefited from an effective peer and cross-age tutorial component within the classroom and immediate feedback to them concerning their level of progress. Follow-up activity and feedback to the pupils' regular classroom teachers was satisfactory in both cases.

In addition to the type and variety of instructional materials used, a second major difference between the two classroom strategies (contributing to the differences in achievement) was the extent of performance contracting and behavioral reinforcement. The program which served the older students implemented a system of contingency contracting via job cards, with points earned, saved, and spent for rewards and free time activity. Memos and letters of praise for good work were sent home frequently. Several wall charts recorded pupil progress and a reinforcing events menu detailed the manner in which pupils could earn special privileges and tangible items. The program for grade levels one, two, and three also sent home certificates of accomplishment, set aside part of Friday's class periods for play activity, and issued small reward items for perfect attendance once each quarter. The implementation of a well developed

behavioral management approach, however, was not as extensive within this classroom. (The project teacher with children from grades one, two, three was teaching a Title I program for the first time; the teacher with grade levels four, five, and six had worked with Title I programs for five years.)

Parent involvement questionnaires were not received by the SWDRC evaluators from these Reading Resource Rooms at Kilohana School at the time of this report preparation.

Data from the PIAT test indicate that for all 57 pupils the objective criterion of .1+ gain in reading recognition was satisfied, yet not met for reading comprehension. (sig. .0005, $t = 7.57$, $df = 51$.) Reading achievement in the earlier grade levels did not meet the objective for either, while grades five and six surpassed the criterion for both. The gains attained per month in reading consistently increased from the lower to the higher grade levels, from .03 by the six first graders to .18 per month by the six sixth graders.

All 57 pupils, on an average, gained nine months of academic achievement in reading during the eight months of program implementation. For Title I pupils, being selected solely on the basis of their underachievement, this gain of 1.1 years was nevertheless beneficial to them. That the one-fourth of the pupils who were repeating the Title I program attained a greater reading gain per month was unusual for the District. The difference, however, was very slight and due to chance.

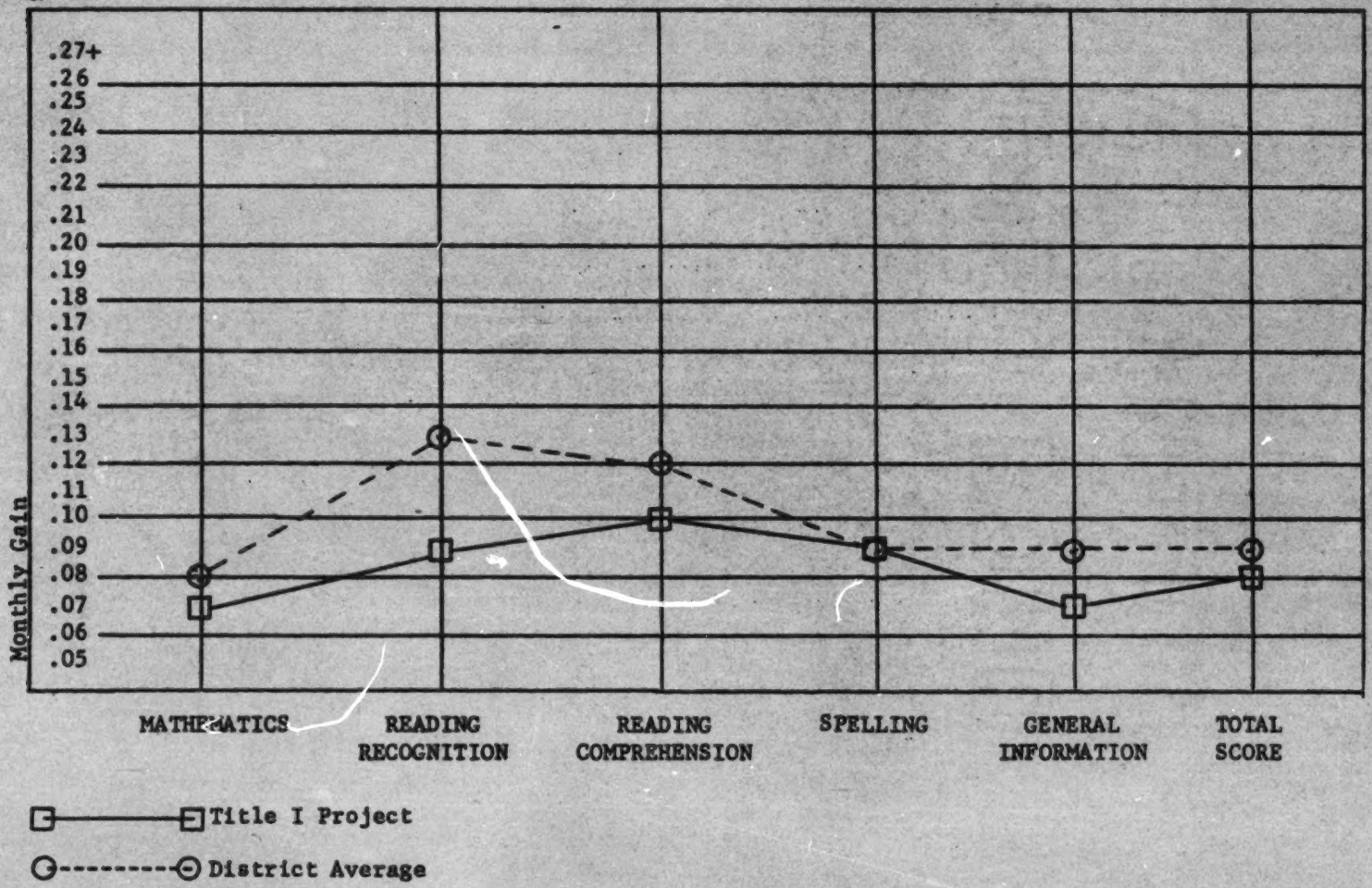
The pre-post improvement in behavior rating by these two project teachers was almost identical to the District average. There was more difference of opinion between these Title I teachers and the pupils' other classroom teachers, regarding pupil behavior, at the end of the year than as the school year began. The Reading Resource Room teachers estimated more social and classroom behavior improvement by their pupils than did other teachers contact from the project

teachers to the parents increased greatly during the year, with contact during the second semester being almost two and a half times as frequent than during the first half of the academic year. While this resulted in more parents then initiating contact with the teacher, the frequency of such contact did not increase.

PAIA SCHOOL

Comparison of Average Monthly Gain on PIAT Subtests between Title I Project and District Average

N= 29



PAIA

The Paia School Title I Reading Resource Room was working with 29 pupils during the 1974-75 school year. These pupils were from the first, second, and third grade levels. The classroom was of adequate size and satisfactorily equipped with appropriate furniture. Most of the instructional materials were located on a shelf by one wall, and teaching devices (e.g., film strip projector, Language Master) found within private carrels.

Pupils engaged in independent activities and self-directed work, yet one to one instruction with the teacher (and parent volunteer) was most common. Instructional emphasis was given to the Singer Structural Reading Program, the Specific Skills Series and the GINN basal reader. The Contingency Contracting approach was not evident but pupils were rewarded each day with verbal praise, a candy treat, or free time activity. Such reinforcement did not appear to be contingent upon the completion of specific academic tasks. "Happy notes" and memos were also sent home to the parents as a reinforcement technique. Feedback to the teachers regarding pupil progress, and follow-up of their in-class achievement, was satisfactory. The project teacher spent several hours each week communicating with the Title I pupils' other teachers.

Response from the parents of these 29 Title I pupils included one completed questionnaire. Information on the questionnaire indicated that the parent was quite well informed about the ongoing activities of the program, and was interested in helping.

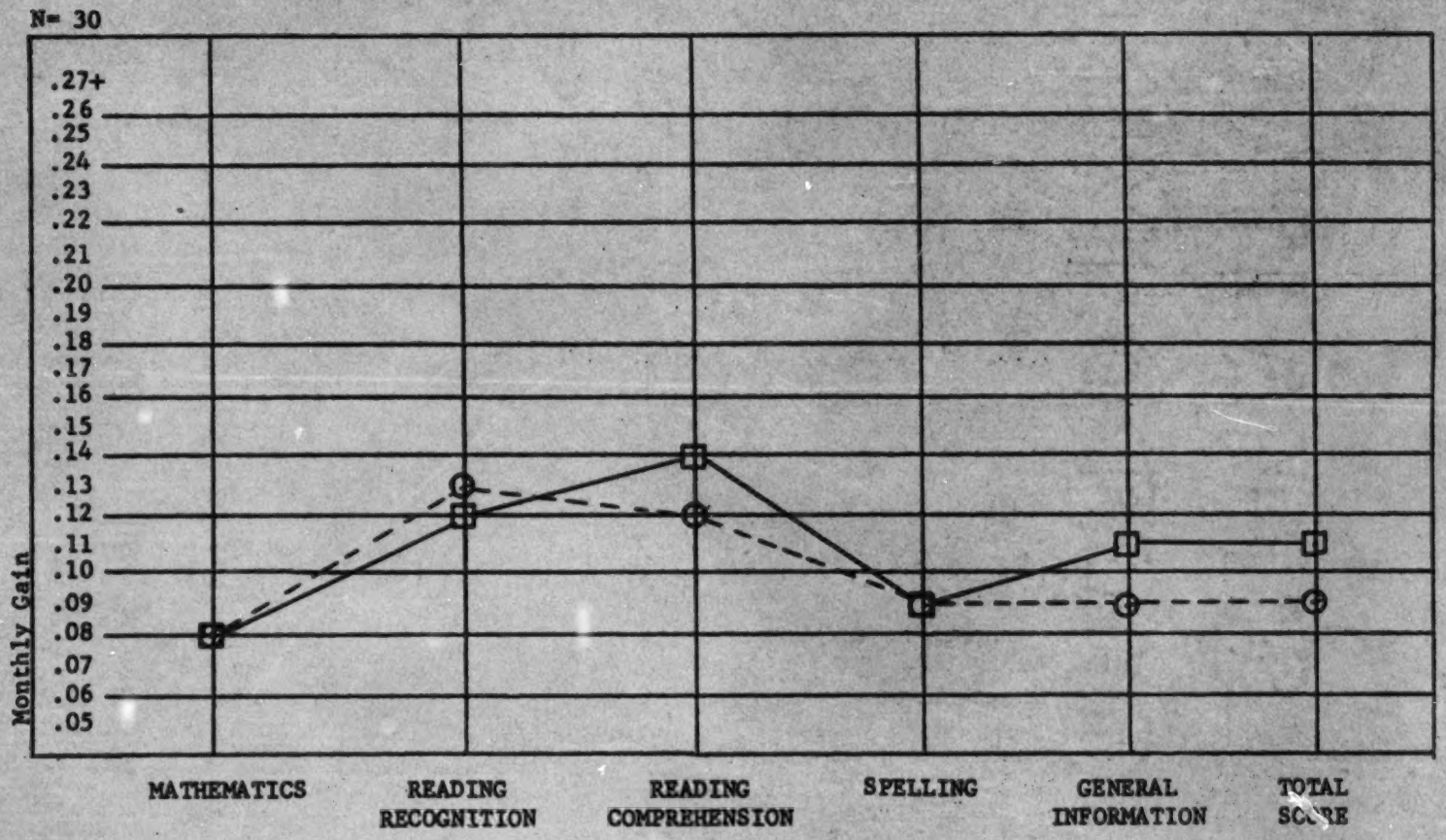
Data from the two PIAT reading subtests suggest that the pupils' achievement was not sufficiently great for the project's objectives to be met. (sig. .0005, $t = 8.8$, $df = 26$.) The reading recognition gain was .09 per month, the reading comprehension gain .10 per month. Yet even this achievement, for previously underachieving pupils, was significant. These reading gains were higher than the rate of achievement for all other subtests.

These 29 Title I pupils were seven months behind test norm when the school year began (lowest in the District), and only five months behind by May. In addition to the gains in the eight months of project operation these pupils achieved an additional two academic months. Of the pupils who were repeating the program, approximately one-third of the class, achieved .08 per month in reading while the pupils new to Title I gained .12 per month.

The project teacher of the Paia School Reading Resource Room estimated the pupils' behaviors to have improved during the school year. Her judgment of their behavior indicates an increase in the behavior rating which was twice as great as the District average. The pupils' other classroom teachers, however, didn't agree with her estimation, and the difference of opinion increased from the pre- to post-rating. The personal contact by the project teacher to the parents remained relatively constant throughout the school year. The number of parents initiating contact also found no change, yet the frequency of their contact with the teacher did increase slightly.

WAIHEE SCHOOL

Comparison of Average Monthly Gain on PIAT Subtests between Title I Project and District Average



WAIHEE

The ESEA Title I Reading Resource Room at Waihee School taught 30 pupils in grade levels three through six. The number of children per grade level, and their reading achievement, were consistent for all levels. While the classroom facilities were very limited, it was also well arranged and efficiently organized. Small tables and chairs were located along the walls and the instructional materials centrally placed for convenient accessibility.

The daily instruction of these pupils involved small group activities, one to one help, and independent work. Materials used for decoding and word attack activities primarily consisted of The New Phonics We Use and the Phonics Workbook, with comprehension tasks using the Specific Skills Series, SRA, Reader's Digest, and Reading Skill Cards. Application of these materials was apparently good and the pupils demonstrated an unusual degree of self-direction and classroom order. Not in evidence, however, was an effective method of providing feedback of pupil performance to the childrens' other teachers and parents. Implementation of a well organized peer or cross-age tutorial component would also have contributed to more reading achievement by the pupils.

Although no contingency contracting was initiated by this project during the 1974-75 school year, the use of numerous wall charts indicating pupil achievement, an extensive point system for good work, and an elaborate reinforcing events menu provided immediate feedback and motivation to the pupils. The earned points were accumulated by each individual and later used to purchase a variety of reinforcing small items of the child's choice. Other, more "expensive", activities could also be bought, such as excursions, bowling, picnics, etc. Such tangible reinforcers, combined with teacher praise and encouragement of the pupil, were effective in promoting the childrens' rate of learning.

Response from the parental involvement questionnaire from the parents of these Reading Resource Room children consisted of approximately half the parents. Information provided by them indicated a lack of understanding, awareness, and involvement. Responses per questionnaire were often inconsistent, with very few comments ever written. The parents were, however, interested in knowing more about the school's programs and how they might be able to help their children with work at home.

The PIAT data from the test's pre- and post-administration show that the pupils greatest achievement was in reading recognition and reading comprehension. (sig. .0005, t = 9.07, df = 29.) The gains per month, .12 and .14 respectively, were greater than those from any other PIAT subtests, indicating the very direct influence of intense reading instruction. The criterion objective of achieving .1+ on both reading subtests was met and surpassed by the pupils of this Title I program.

While the nine fifth graders achieved .10 per month on the reading subtests, and the sixth graders .14, the variation between all grade levels was the least in the District. Suggested by this data is that the diagnosis, prescription of material, individualization, and consistency of reinforcement were very adequate. Through this instruction the pupils gained twelve academic months in learning achievement during the eight calendar months of program intervention.

Over 40% of the pupils in this reading program had repeated the Title I project for a second year. Yet they attained only .07 gain per month, with the 17 pupils new to Title I during 1974-75 having achieved a learning rate of more than twice that. The pre-post improvement in behavior rating was substantially higher than the District average, and the difference of opinion between project teacher and pupils' other teachers lessened during the year. This data, however,

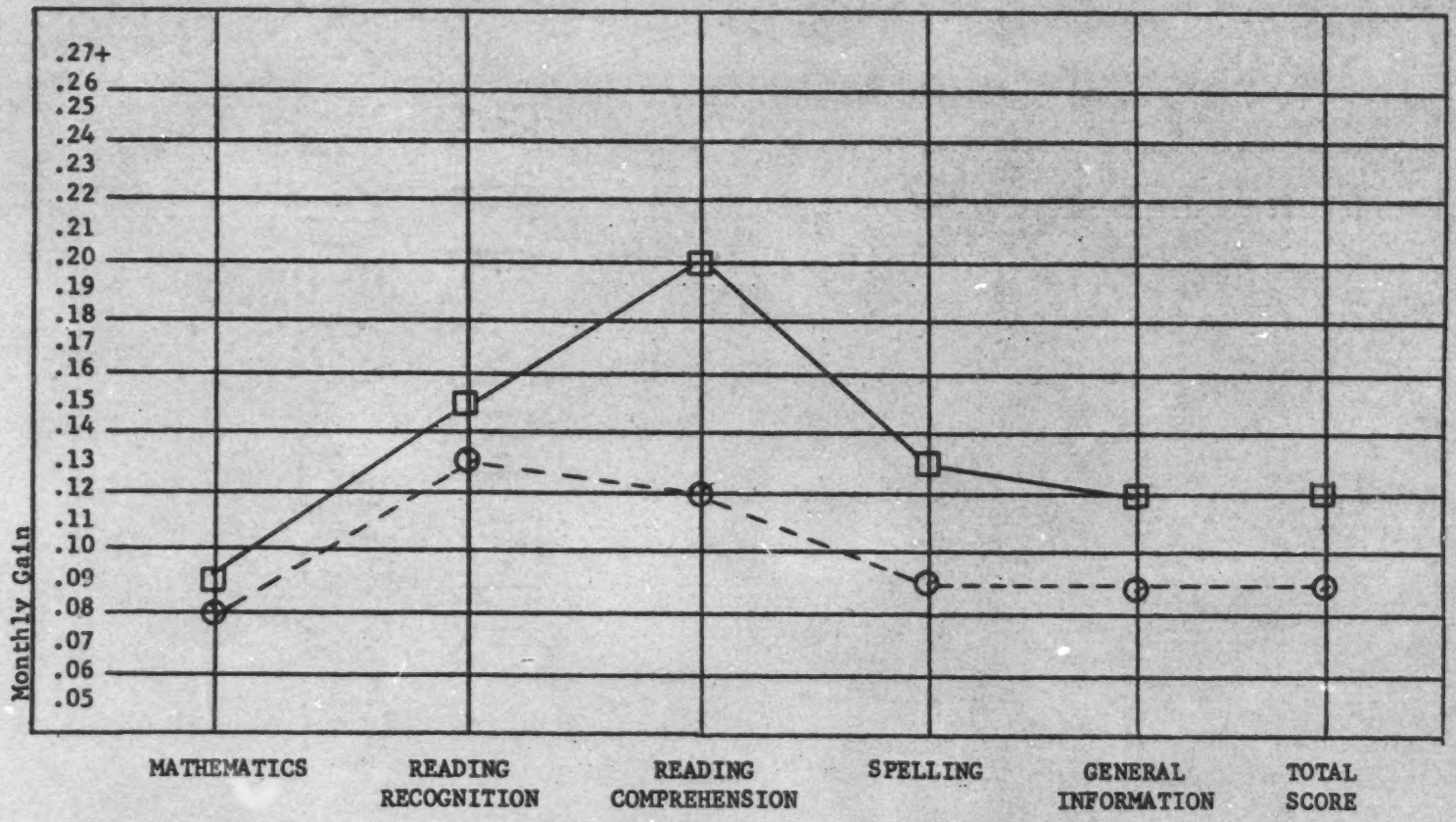
should be accepted with caution, and may be due to the fact that the Title I project teacher completed the first estimate and a substitute teacher completed the second. Pre-post interpretation of this data is therefore not reliable.

The frequency of contact from the project teacher increased during the school year, yet very slightly and solely due to the number of memos and letters sent to the home. Contact initiated by the parents decreased considerably, reflecting the input also received through the recorded responses on the parental involvement questionnaire.

WAILUKU ELEMENTARY SCHOOL

Comparison of Average Monthly Gain on PIAT Subtests between Title I Project and District Average

N= 54



WAILUKU

The ESEA Title I Reading Resource Room at Wailuku Elementary School served 54 pupils from the second and third grade levels. While there were more second than third grade pupils, the second graders also attained the higher gains in reading. The classroom was relatively small yet highly efficient in its arrangement and organizational structure. The environment was comfortable, well designed, and conducive to learning activity.

The variety of instructional strategies used included large and small group activity, one to one instruction, and independent activities. Pupil self-direction, classroom order, and well organized academic tasks were also evident, and are highly commendable. Instructional materials included Open Court, Distar, Sullivan, SRA, and the use of library books and teacher made materials. Progress checks of pupil performance were frequently made on this material.

This Reading Resource Room at Wailuku Elementary School was the only one in Maui District that had the services of an educational assistant. The roles, functions, and responsibilities shared between the project teacher and the EA were clearly defined and well implemented. The ability and competence of the EA were also very commendable. While the teacher worked with small groups of pupils, and prescribed individualized instruction, the EA supervised individual pupils with independent activities.

Parental involvement with this reading project was very good. At least one parent would frequently come to the school and voluntarily help the teacher and EA with individualized work. Feedback to all parents was good, with frequent memos, notes, and certificates of accomplishment sent to the pupils' parents to inform them of their child's academic progress and reinforce their own positive attitudes of the child. Good feedback and communication was also provided to the pupils' other classroom teachers, thus coordinating the overall effort of the pupil learning performance.

Contingency contracting was implemented on a small and experimental scale during the latter half of the academic year. Further refinement, development, and application of this motivational technique should be made during the 1975-76 school year. The token system of behavioral management which was used, however, was highly effective in increasing pupil motivation for the completion of assigned tasks. Points could be earned and saved, then later spent for desired privileges. Frequent verbal praise was also given to the pupils for their good work. Such reinforcement was augmented by several large wall charts showing the child's individual progress, and through the use of color-coded academic tasks associated with specific study areas or learning stations.

The extent of parental involvement was considerable, as indicated through the completed questionnaires. Eighty-two percent of the parents responded to these interviews, and the majority of them demonstrated a thorough knowledge of Title I and this Title I program. They stated that they felt comfortable with the staff, that they were informative and easy to talk to. Extensive comments were written on most questionnaires, often indicating a good awareness of the ongoing classroom activities. Parents were most interested in learning what more they could do at home to further increase their child's reading ability.

The pre-post PIAT data from these 54 pupils clearly indicate that the reading program was highly successful. The pupils achieved .15 gain per month in reading recognition and .20 per month in reading comprehension. (sig. .0005, $t = 12.07$, $df = 52$.) Second graders gained .23 academic months for each calendar month of the project, while the third grade pupils attained .16 per month. The objective criterion of .1+ was met for both reading recognition and reading comprehension.

During the eight months of program intervention the pupils achieved 15 months of academic gain in reading ability. By the end of the school year they had lessened their underachievement by seven months, and were only three months behind their peers. Five of these pupils, those who were repeating the project, achieved only .03 per month in reading, while the 49 pupils new to the Title I project attained .23, the highest gain of the District.

The project teacher estimated the pupils' behavior to have improved at a rate greater than any other Title I program. This was primarily due, however, to the fact that the pre-estimate was very low (lowest in the District). There was also a greater difference of opinion between the project teacher and other classroom teachers regarding pupil behavior at the end of the academic year. The frequency of contacts with parents by the project teacher fluctuated greatly from first semester to the second, with the total amount of contacts only increasing slightly. The percent of parents initiating contact with the Title I project, and their frequency of contact, increased dramatically throughout the school year. Such parental involvement should continue in coming years by this effective and exemplary Title I reading program.

PRESCHOOLS

There were two ESEA Title I preschool projects in Maui District during the 1974-75 school year. One, at Hana Elementary School, served 24 pupils, and the second, at Lanai Elementary School, worked with 18 children. Both preschool projects were organized and coordinated by the project teacher and one half-time educational assistant. The classrooms were large and contained sufficient instructional materials and play activity items for the children to use.

Each project's classroom was divided into specific sections or areas designed for specific learning or behavioral activities to occur. The pupils recognized that certain areas of the room held special significance at different times of the day. The daily agenda included music, physical exercises, academic tasks, art, play time, nap time, lunch, and various classroom chores. The pupils in both preschool programs benefited from the large room provided, the comfortable learning environment, the variety of materials to work with, their own social interaction, and the teachers' and EAs' personal concern and dedication to their work.

The preschool program in Lanai City utilized daily contracts with the pupils on which four color-coded tasks were assigned. Their self-direction was good and efficiently developed through the use of numerous work stations. A timer was set to break the daily work routine into a series of 20-minute modules. Physical items (e.g., door, window, fish) were clearly labelled for object-word identification association to be readily learned.

The project teacher of the Lanai preschool program maintained excellent control of the 18 pupils throughout the day. Clearly demonstrated was a highly effective use of positive social reinforcement of pupil behavior. The classroom control was efficient, pupil self-direction was good, and---with the use of the Distar Language Kit---each pupil kept an individual folder of his completed tasks.

Table 9 indicates the pre-post test results from the TEST OF EXPRESSIVE LANGUAGE. Of the 75 questions on the test, the Lanai preschoolers increased the number of correct answers during the year by 43%. By the end of the school year they could correctly respond to 52.4 of the 75 questions. Table 10 presents the percentage of correct responses per skill category, with the increased correct answers from pre- to post-testing being relatively consistent throughout the test. While during the pretesting the pupils correctly responded to only 39% of the questions, they answered 86% correct by the end of the school year. On both the TEST OF EXPRESSIVE LANGUAGE and the PRESCHOOL CHECKLIST FOR BASIC SKILLS the criterion objective of 90% of the pupils improving was satisfied. This Title I preschool project was highly effective and beneficial to its pupils. The instructional stratetegies implemented and the behavioral approach used should be continued during the 1975-76 academic year.

The preschool program in Hana served its 24 pupils with a variety of academic and social tasks each day. Two large and connected rooms provided sufficient space for different activities to occur simultaneously. While the project teacher worked with a small group of children on academic tasks, the educational assistant would be helping another group with either different academic tasks or art work, play activity, or positive social interaction. Parent-volunteers worked with a third group of children each day. Both rooms were comfortable and carpeted by large mats to reduce noise and provide a more comfortable classroom environment.

Numerous items and objects throughout the rooms were clearly labelled by name, producing the learning behavior of object-word association. The walls were colorfully decorated with art work produced by the teacher and pupils. Reinforcing wall graphs (e.g., moving boats horizontally for academic progress) were also common, as were the frequent "Happiness Notes" given to the pupils for good behavior and work. Such notes of accomplishment were taken home to

the parents via having them pinned onto the child's clothes. The extent of parental involvement with this preschool program in Hana was highly commendable. All parents volunteered their help at specially assigned times of the day and week. At least one parent was always working within the classroom at any time, helping both the project teacher and educational assistant to be more effective.

The data in Table 9 indicate that these 24 pupils correctly answered approximately 30% more questions on the TEST OF EXPRESSIVE LANGUAGE during May than they had in September. Of the 75 possible responses, these children correctly answered 51.5 of them. Table 10 shows that considerable improvement was attained on the PRESCHOOL CHECKLIST FOR BASIC SKILLS. Greatest gains were made in identifying numbers and letters of the alphabet. Ninety-one percent of this test was answered correctly during the post-testing in May, for an improvement rate of 71%. The criterion objective that 90% of these pupils should improve their performance during the school year was satisfied on both the TEST OF EXPRESSIVE LANGUAGE and the PRESCHOOL CHECKLIST FOR BASIC SKILLS. This ESEA Title I preschool program in Hana should continue to utilize its effective procedures of academic and social instruction to these pupils during the 1975-76 school year.

CONCLUSION

The 1974-75 ESEA Title I program operated by the Maui District, Department of Education, achieved better heights of efficiency and overall successes during the current year. Nearly all aspects of the program met the criteria of helping undereducated children achieve academic success through the offering of supplemental educational services.

PLANNING: All components of the Maui District Title I program were implemented under revised project proposals written in accord with recommendations submitted through previous evaluation reports. Although the preschool proposal was also revised, the more significant plan was the Reading Resource Room Project undertaken by seven eligible Title I schools of Maui District.

The new plans set forth specific guidelines for establishing and operating the supplemental reading instruction programs for the Title I schools, yet enabling each to implement the project in accord with its unique and specific needs. Options were provided so that each of the seven schools were able to achieve a relatively high degree of academic success for its pupils.

ADMINISTRATION: The "umbrella" project concept implemented for the reading projects enabled the Maui District Office to more efficiently coordinate activities in a variety of areas including the sharing of available materials; and equipment; opportunities for in-service training for project staff; parental involvement activities; and record keeping and reporting procedures.

TRAINING ACTIVITIES: A course titled "Managing Individualized Classroom Learning" was offered in August, 1974, two weeks prior to the opening of school. Offered on a voluntary basis only two Maui District ESEA

Title I teachers participated. Three other teachers from Molokai indicated interest in the course but were unable to attend due to circumstances beyond their control. The two teachers from Maui who did participate in the course apparently benefited from the additional in-service opportunity as the results of the Haiku and Lanai Schools' projects indicate.

Applying their own initiative, the Kaunakakai School project staff including the prinicipal, arranged for visitations and consultations with reading specialists from Hilo College, University of Hawaii, and acquired additional skills to also show dramatic improvements on their project.

A one day workshop in direct reading instruction was attended by the Wailuku and Lanai project teachers and this may have further contributed to the high degree of academic successes attained by these two projects.

PARENT INVOLVEMENT: The District Parent Advisory Council was organized with assistance from the Maui District Office (DOE) staff and conducted a number of meetings throughout the academic year. The DPAC also organized, disseminated and conducted the parent involvement survey for the annual evaluation report. Each project schools' respective School Parent Advisory Committee participated in the various efforts.

A more significant and consistent involvement by parents was noted during the current project period. Although active involvement and participation in their children's educational affairs was not as extensive as it was desired, the current effort indicated greater participation and involvement than in previous years. A number of mothers were particularly dedicated to their roles as demonstrated by the projects

at Paia, Wailuku and at Kaunakakai. With capable leadership, the parents of the Hana Preschool project continued to be actively involved at a 100% rate. Parents of the Kihei School project were instrumental in helping the pupil-participants of their school earn a one day field trip to Honolulu during mid-spring.

PRESCHOOLS: The Hana and Lanai Preschool projects continued to render excellent preschool opportunities to children from educationally deprived situations. Although the cognitive, particulary language skills, and psychomotor behavioral skills were significantly improved during the year, its implication for future academic successes in school can only be hoped for. Unfortunately, there has been little empirical evidence in Hawaii to support the notion that preschool experienves enhance, detract, or have no effect on educational successes in the regular school. The most reliable outcome of the preschool experiences for educationally deprived praschoolers is the fact that these children are better prepared to adjust to the discipline and demands of learning in a formally conducted classroom setting.

PROGRAM OUTCOMES: The specific outcomes of the current efforts are included in the main body of this report, presented in the preceding pages. Nearly all of the projects showed substantial academic gains among its enrolled pupils. The gains are significant and emphasize the point that all children, including identified low achievers, can learn to read when given adequate and appropriate instruction. Caution should be excercised, however, in interpreting the specific results of individual pupils and/or averages of the respective schools.

The results of one school should not be compared with the results of another since there were too many variables that may have affected the scores presented. As it was indicated in the report narrative, differing circumstances did indeed affect the actual results of each school, i.e., re-learning effect of projects with a substantial number of children repeating their participation in the reading resource room project; the varying intervals between pre- and post-test administration; and the very nature of different project personnel administering the same tests under circumstances and styles unique to the staff and their respective projects.

With the caution of unnecessary comparison between projects in mind, significant achievements by individual projects should however, be and is recognized, herein. The Wailuku School reading project, through dedicated and consistent effort, implemented the RRR project in accord with the guidelines established in the project proposal. The current results, which are impressive and consistentin all areas, justify and support this recognition.

The Kaunakakai School reading project, with a new project teacher, likewise implemented the RRR project consistently and as proposed. Through their own initiative the project staff and principal sought ways to improve the program which resulted in significant and dramatic gains over previous efforts at the school.

The Lanai Preschool project incorporated behavior management with open classroom design concepts and a specific language development program (DISTAR) to show the impressive results for the language development improvement among its pupils, many of whom are children of immigrant and non-English speaking parents.

RECOMMENDATIONS

Many of the recommendations submitted in the previous year's evaluation report, SWDRC Report #133, were adequately implemented by the respective school and district level personnel. In view of the improvements made during the current project year a number of recommendations from the previous year still stand. They include:

Recommendation #3: Follow-through instructional services should be carried into the target pupils' regular classroom placement. (School level)

Recommendation #6: Seriously consider development and/or adoption of a hierarchy of reading skills objectives with accompanying criterion-referenced tests (CRT) as an alternative achievement, diagnostic and placement test instrument. (District level)

Recommendation #5: Identify and utilize valid diagnostic and placement test to improve individualization of instruction and help validate achievement test results. (School level) (Note: The Silvaroli Classroom Reading Inventory was issued to every reading project prior to fall, 1974.)

Recommendation #7: Establish a graded list of book titles for implementation of a systematic leisure-enrichment reading program. (District & School levels)

Recommendation #13: Consider incorporation of peer-tutor and cross-age tutor activities as an integral function of the reading resource room activities. (School level)

Recommendation #16: Continue to exert all efforts to elicit parental involvement in their children's school affairs and particularly the ESEA Title I programs offered. (School level)

Additionally the following concerns should be seriously considered:

1. Instructional materials: With the apparent proliferation of attractive commercially prepared reading materials available, classroom and project teachers should scrutinize such materials adequately before any purchases. Particular attention should be focused on the instructional methodology presented and the availability of "back-up" test data to validate the efficiency of the materials. (School level)

2. Promoting Better Awareness of the ESEA Title I Program: All Title I schools, including those that effectively communicated such concerns during the current year, should continue to exert every effort to promote and convey the ESEA Title I mission to all other personnel on its faculty. Only through such efforts will the benefits of successful supplemental educational services make significant impact on the quality of education provided through the present system. (School level)

Maui District ESEA Title I Projects and Personnel

Haiku School
Principal - Tetsuo Kanemitsu
Reading Teacher - Helen Bowman

Hana High & Elem. School
Principal - Edwin Ichiriu
Preschool Teacher - Gwen Adams
EA - Vivian Kamai

Kaunakakai Elem. School
Principal - Edward Kashiwamura
Reading Teacher - Elsie Santiago

Kihei School
Principal - Tony Arakaki
Reading Teacher - Merle Sado

Kilohana Elem. School
Principal - Ronald Kula
Reading Teachers - Leslie-Aina Weight &
Mable Hodge

Lanai High & Elem. School
Principal - Howard Sakamoto
Preschool Teacher - Amy Shiroma
EA - Marion Honda

Paia School
Principal - Osamu Kawakami
Reading Teacher - Sandra Wainui

Waihee School
Principal - Donald Shishido
Reading Teacher - Rena Matsunaga

Wailuku Elementary
Principal - Stanley Izumigawa
Reading Teacher - Martha Fukunaga
EA - Lin Chun Wong